

GENERAL ASSEMBLY OF NORTH CAROLINA
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HOUSE BILL 969
Committee Substitute Favorable 5/8/13
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Short Title: Broaden Successful AP Participation.

(Public)

Sponsors:

Referred to:

April 18, 2013

A BILL TO BE ENTITLED

AN ACT TO BROADEN SUCCESSFUL PARTICIPATION BY STUDENTS IN
ADVANCED COURSES TO HELP ELIMINATE ACHIEVEMENT AND ACCESS
GAPS AND TO CREATE PERFORMANCE INCENTIVES FOR SCHOOLS AND
TEACHERS FOR STUDENT EXCELLENCE IN ADVANCED COURSES.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-12(9)c1. reads as rewritten:

"c1. To issue an annual "report card" for the State and for each local school administrative unit, assessing each unit's efforts to improve student performance based on the growth in performance of the students in each school and taking into account progress over the previous years' level of performance and the State's performance in comparison with other states. This assessment shall take into account factors that have been shown to affect student performance and that the State Board considers relevant to assess the State's efforts to improve student performance. As a part of the annual "report card" for each local school administrative unit, the State Board shall award an overall numerical school performance score on a scale of zero to 100 and a corresponding letter grade of A, B, C, D, or F earned by each school within the local school administrative unit. The school performance score and grade shall reflect student performance on annual subject-specific assessments, college and workplace readiness measures, and graduation rates. For schools serving students in any grade from kindergarten to eighth grade, separate performance scores and grades shall also be awarded based on the school performance in reading and mathematics respectively. The annual "report card" for schools serving students in third grade also shall include the number and percentage of third grade students who (i) take and pass the alternative assessment of reading comprehension; (ii) were retained in third grade for not demonstrating reading proficiency as indicated in G.S. 115C-83.7(a); and (iii) were exempt from mandatory third grade retention by category of exemption as listed in G.S. 115C-83.7(b). The annual "report card" for high schools shall also include measures of Advanced Placement course participation and International Baccalaureate Diploma Programme participation



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1 and Advanced Placement and International Baccalaureate
2 examination participation and performance."

3 **SECTION 2.** Article 8 of Chapter 115C of the General Statutes is amended by
4 adding a new section to read:

5 **"§ 115C-83.4A. Advanced courses.**

6 (a) It is the intent of the State to enhance accessibility and encourage students to enroll
7 in and successfully complete more rigorous advanced courses to enable success in
8 postsecondary education for all students. For the purpose of this section, an advanced course is
9 an Advanced Placement or International Baccalaureate Diploma Programme course. To attain
10 this goal, to the extent funds are made available for this purpose, the following shall be
11 provided:

12 (1) Students enrolled in public schools shall be exempt from paying any fees for
13 administration of examinations for advanced courses and registration fees
14 for advanced courses in which the student is enrolled regardless of the score
15 the student achieves on an examination.

16 (2) Bonuses shall be awarded to teachers of Advanced Placement courses for
17 students who earn scores of three or higher on Advanced Placement
18 examinations and to teachers of International Baccalaureate Diploma
19 Programme courses for students who score four or higher on International
20 Baccalaureate examinations.

21 (b) Eligible secondary students shall be encouraged to enroll in advanced courses to
22 expose them to more rigorous coursework while still in secondary school. Successfully
23 completing advanced courses will increase the quality and level of students' preparation for
24 postsecondary career paths and their pursuit of higher education.

25 (c) The results of student diagnostic tests administered pursuant to G.S. 115C-174.18
26 and G.S. 115C-174.22, such as the Preliminary SAT/National Merit Scholarship Qualifying
27 Test (PSAT/NMSQT) and ACT, shall be used to identify students who are prepared or who
28 need additional work to be prepared to enroll and be successful in advanced courses.

29 (d) Local boards of education shall provide information to students and parents on
30 available opportunities and the enrollment process for students to take advanced courses. The
31 information shall explain the value of advanced courses in preparing students for postsecondary
32 level coursework, enabling students to gain access to postsecondary opportunities, and
33 qualifying for scholarships and other financial aid opportunities.

34 (e) Local boards of education shall ensure that all high school students have access to
35 advanced courses in language arts, mathematics, science, and social studies. Such access may
36 be provided through enrollment in courses offered through or approved by the North Carolina
37 Virtual Public School.

38 (f) The State Board of Education shall seek a partner, such as the College Board, to
39 form the North Carolina Advanced Placement Partnership, hereinafter referred to as
40 Partnership, to assist in improving college readiness of secondary students and to assist
41 secondary schools to ensure that students have access to high-quality, rigorous academics with
42 a focus on access to Advanced Placement courses.

43 In order to implement its responsibilities under this section, the partner selected by the State
44 Board of Education shall provide staff to do the following:

45 (1) Provide professional development in the form of support and training to
46 enable teachers of Advanced Placement courses to have the necessary
47 content knowledge, instructional skills, and materials to prepare students for
48 success in Advanced Placement courses and examinations and mastery of
49 postsecondary course content.

- 1 (2) Provide administrators, including principals and counselors, with
2 professional development that will enable them to create strong and effective
3 Advanced Placement courses in their schools.
- 4 (3) Provide teachers of students in grades seven through 12 with preadvanced
5 course professional development and materials that prepare students for
6 success in Advanced Placement courses.
- 7 (4) Provide consulting expertise and technical assistance to support
8 implementation.
- 9 (5) Prioritize assistance to schools designated as low-performing by the State
10 Board of Education and provide for frequent visits to the schools targeted by
11 the Partnership.

12 (g) The Partnership shall report annually to the Department of Public Instruction on the
13 Partnership's implementation of its responsibilities under subsection (f) of this section."

14 **SECTION 3.** G.S. 115C-174.18 reads as rewritten:

15 "**§ 115C-174.18. Opportunity to take ~~Preliminary Scholastic Aptitude Test.~~Preliminary**
16 **SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT).**

17 Every student in the eighth through tenth grades who has completed Algebra I or who is in
18 the last month of Algebra I shall be given an opportunity to take a version of ~~the Preliminary~~
19 ~~Scholastic Aptitude Test (PSAT)~~ either the Preliminary SAT/National Merit Scholarship
20 Qualifying Test (PSAT/NMSQT) or the ACT Test, at the discretion of the local school
21 administrative unit, one time at State expense, no cost to the student. The maximum amount of
22 State funds used for this purpose shall be the cost of the PSAT/NMSQT."

23 **SECTION 4.** For the purposes of this section, the term "advanced courses" means
24 an Advanced Placement or International Baccalaureate Diploma Programme course. To the
25 extent that funds are appropriated to implement the provisions of this act, the State Board of
26 Education shall use such funds to do the following:

- 27 (1) Provide incentive funding to local school administrative units to be
28 distributed to teachers of advanced courses as follows:
- 29 a. A bonus in the amount of fifty dollars (\$50.00) for each student
30 taught by an advanced course teacher in each advanced course who
31 receives the following score:
- 32 1. For Advanced Placement courses, a score of three or higher
33 on the College Board Advanced Placement Examination.
- 34 2. For International Baccalaureate Diploma Programme courses,
35 a score of four or higher on the International Baccalaureate
36 course examination.
- 37 b. An additional bonus of five hundred dollars (\$500.00) to each
38 advanced course teacher who teaches in a school identified as
39 low-performing under G.S. 115C-105.37 by the State Board of
40 Education and who is eligible to receive a bonus under
41 sub-subdivision a. of this section. The teacher shall be eligible to
42 receive the additional bonus regardless of the number of classes
43 taught or the number of students receiving scores which make the
44 teacher eligible to receive a bonus under sub-subdivision a. of this
45 section.
- 46 c. No teacher shall be awarded a bonus pursuant to this subdivision that
47 exceeds two thousand dollars (\$2,000) in any given school year. The
48 bonus awarded to a teacher pursuant to this subdivision shall be in
49 addition to any regular wage or other bonus the teacher receives or is
50 scheduled to receive.

- 1 (2) Provide funds to local school administrative units to pay testing fees for
2 advanced courses for all students.
- 3 (3) Provide funds to the North Carolina Advanced Placement Partnership for
4 professional development for teachers of Advanced Placement courses.

5 **SECTION 5.** For the purposes of this section, the term "advanced courses" means
6 an Advanced Placement or International Baccalaureate Diploma Programme course. The State
7 Board of Education shall report annually beginning July 1, 2014, to the Joint Legislative
8 Education Oversight Committee on advanced courses in North Carolina. The report shall
9 include, at a minimum, the following information:

- 10 (1) The North Carolina Advanced Placement Partnership's report to the
11 Department of Public Instruction on the Partnership's implementation of its
12 responsibilities under this act and the State Board's assessment of that report.
- 13 (2) Number of students enrolled in advanced courses and participating in
14 advanced course examinations, including demographic information by
15 gender, race, and free and reduced lunch status.
- 16 (3) Student performance on advanced course examinations, including
17 information by course, local school administrative unit, and school.
- 18 (4) Number of students participating in 10th grade PSAT/NMSQT testing.
- 19 (5) Number of teachers attending summer institutes offered by the North
20 Carolina Advanced Placement Partnership.
- 21 (6) Number and distribution of teachers awarded bonuses for student advanced
22 course examination performance.
- 23 (7) Distribution of funding appropriated for advanced course testing fees,
24 bonuses, and professional development by local school administrative unit
25 and school.
- 26 (8) Status and efforts of the North Carolina Advanced Placement Partnership.
- 27 (9) Other trends in advanced courses and examinations.

28 **SECTION 6.(a)** Nothing in this act shall require the General Assembly to
29 appropriate funds to implement it.

30 **SECTION 6.(b)** This act becomes effective only if the General Assembly
31 appropriates funds to implement it in the amounts set out in Section 4 of this act for the
32 2013-2015 fiscal biennium. If such funds are appropriated, this act becomes effective July 1,
33 2013, and applies beginning with the 2013-2014 school year.